

A Closer Look: Making Meaning Making Meaning Vocabulary & Being a Writer



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Educating Minds and Hearts™

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K-6 Literacy Academy

Guiding Principles

- Build on intrinsic motivation in learners.
- Build an inclusive learning community.
- Integrate academics with social and ethical learning.
- Set up the learning situation so learners do the thinking.
- Provide intellectual rigor and accessibility.
- Advance teacher practice.



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Before We Teach

Good teachers make instruction look easy. Sometimes it seems magical. To many teachers, powerful teaching can even be a bit mysterious. Powerful teaching is not easy and certainly does not come from magic. Powerful teaching is the result of **intentional teacher planning** and **deep reflection**.

Peter Brunn



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Goals for this session...

To take a closer look at the DSC materials and consider the implications for teaching and learning.

In order to effectively implement the DSC materials, we will examine:

- Lesson criteria
- Predictable lesson structure
- Lesson facilitation
- Facilitation techniques

Criteria for Lessons

- Be accessible for all levels of students
- Contain designated places for introducing and reflecting on cooperative work.
- Be structured so that students did more thinking and talking than the teacher
- Have time for direct teaching when necessary
- Provide students with opportunities to practice and apply our teaching independently
- Construct authentic opportunities for students to collaborate with one another



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Predictable Lesson Structure

1. Preparation for work
2. Whole-class teaching time
3. Independent work time
4. Lesson reflection



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Taking a Closer Look

Inside-Outside Circle

1. How is the predictable structure similar to what I already do?
 2. How is it different?
-
1. What changes will I make to my teaching?
 2. What possible impact can that have on learning?



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Try this...

- Read an **entire lesson** in your teachers manual (MM, MMV or BAW).
- Take a pencil or sticky note and identify the following parts of a lesson: (pg. 43)
 - Preparation for work (pg. 32-33)
 - Whole-class teaching time (pg. 34-37)
 - Independent work time (pg. 38-39)
 - Lesson reflection (pg. 40-41)

We will share as we come to each program.



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Dual Goals of MM

- To provide students with strategies to help them make sense of texts.
 - Thinking and talking about text
- To provide opportunities for students to work together and to develop socially and ethically.



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Goals of MM Vocabulary

- To help students learn high-utility words found in the *Making Meaning* read-aloud texts
- To give students multiple opportunities to use the words they learn in context, so they will be more likely to integrate the words into their regular vocabulary and writing
- To teach students word-learning strategies to help them unlock word meanings when they read independently



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Dual Goals of BAW

- To give students opportunity to write in different genres while providing the skills and strategies they need to become strong writers.
- To provide opportunities for students to work together and to develop socially and ethically.



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Watch This

- What do you notice about the lesson structure in this lesson?
- How did the teacher support the student learning?
 - What considerations for learning did the teacher make in her planning process?



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Lesson Facilitation

Even if we are equipped with strong lesson plans, if they are poorly executed, we will not have a positive impact on our student's learning.

Peter Brunn



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Effective Lesson Facilitation

- Embrace situations where students do not know the “right” answers (pg. 72-76)
- Listen to our students and explore strategies for being a good listener (pg. 77-81)
- Present ways to craft and deliver open-ended questions that encourage student thinking (pg. 81-83)

Select **one of the strategies** above to explore more deeply with your partner.

Discuss the **impact the facilitation strategy** could have on teaching and learning.

Go to next slide...



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Question!

What will I have to do differently in my planning and teaching so that I can effectively facilitate lessons?



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Facilitation Techniques

Skim and Scan

- Probe students thinking (pg. 84-85)
- Use wait time wisely (pg. 86)
- Connect student thinking (pg. 87)
- Use cooperative structures (pg. 88-89)
- Use nonjudgmental responses (pg. 89-90)

Discuss what each of these techniques may look like in your teaching.



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Watch This

- Observe evidence did you see of the students' thinking?
- What questions do you have about the facilitation techniques you observed in the video?



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Back to the Teacher's Manuals

Consider your discussions about the facilitation techniques.

- Review the MM, MMV, and BAW Teacher's Manuals.
- List the facilitation techniques you noticed

Go to next slide...



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Let's Dig Deeper

- In your program, read the first week of lessons.
- Notice where the facilitation techniques are already included.
- Mark places where there is opportunity to use the facilitation techniques...
 - Which would you use?
 - What would that look like?



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Continued Planning Tomorrow

Review the K-6 Unit Planning Guide for Reader's Workshop and Writer's Workshop.

How the planning guide will reflect...

1. The criteria for effective lessons (sl. 4)
2. The predictable lesson structure (sl. 5)
3. The facilitation techniques (sl. 16)



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A Closer Look Reflection

Exit Slip

As we took a closer look at the DSC materials, what implications for teaching and learning are you going to continue to think about as you plan for next school year?